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ABSTRACT

This instrument is designed for use by local education agencies and the Arizona Department of Education in assessing vocational education programs. It is part of a system designed to: (1) provide a basis for determining the accountability of vocational programs; (2) identify strengths and needs for improving vocational education programs; (3) provide a profile of total occupational programs through self-assessment as well as external review; (4) provide data for use in planning local district programs as well as state programs; and (5) provide recommended learning experiences to assist students to acquire and enhance the knowledge, skills, and attitudes necessary to succeed in careers. The assessment instrument is divided into five parts to facilitate the identification of program needs. These are: program planning, program support, student services, instruction, and evaluation. There are criterion statements and rating scales for each aspect of the program which is assessed. (EH)

ED 084312

# ASSESSMENT INSTRUMENT

## for

# Arizona Vocational Education Programs

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ED 084312

# ASSESSMENT INSTRUMENT FOR VOCATIONAL EDUCATION PROGRAMS

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SEPTEMBER, 1973

## FOREWORD

The Vocational Education Act of 1963 mandated that vocational education be available to all people of all ages in every locality. More recently, the Vocational Education Amendments of 1968 continued the intent of that legislation and also noted that vocational education personnel are directly responsible for the relevancy of training and accountability of funds. Concurrently, an increased interest in and a concern for the evaluation of vocational education has been expressed by citizens, legislators, school administrators, and vocational educators of Arizona.

This assessment program was designed primarily to assist in determining the specific needs and effectiveness of vocational programs. In addition, the instrument should provide the State Board for Vocational Education with accountability data that will make it easier for them to assist local schools and institutions in the continuous development of their programs.

This assessment plan is *not* a teacher evaluation instrument. It is *not* intended that the results of the assessment be used for comparative analysis with other programs in the school or state.

The basic philosophy of this assessment system is that each school's vocational program is unique to the needs of the local community. The prime concern is whether or not the needs of the students in a particular school are being met.

This school year (1973-74) will be used to refine the criteria and procedures. Studies will be made of the kinds of information and evidence needed to ascertain and document the extent to which criteria are met. Cooperation from administrators and the staff of educational agencies is an ingredient necessary for the full testing of the instrument. Your help and advice in this endeavor will be appreciated.

The staff members who participated on the task force are to be commended for their efforts in developing the evaluative criteria and the instrument.

My thanks to all who have helped in this achievement.

Eugene L. Dorr

Eugene L. Dorr
Associate Superintendent for Career Education
and Director of Vocational Education

## TABLE OF CONTENTS


Page No.

FOREWORD . . . . . i

ACKNOWLEDGEMENTS . . . . . iii

ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS

- Why the Process . . . . . iv
- What the Process Does . . . . . iv
- Instrument Use . . . . . v
- Rating Scale . . . . . vi
- Summary Report . . . . . vii

PROCEDURES FOR IMPLEMENTATION . . . . . viii

CYCLE FOR ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS . . . x

INSTRUMENT

| | | |
|---|---|---|
| 1.0 | Program Planning . . . . . | 2 |
| 2.0 | Program Support . . . . . | 5 |
| 3.0 | Student Services . . . . . | 10 |
| 4.0 | Instruction . . . . . | 12 |
| 5.0 | Evaluation . . . . . | 19 |

SUMMARY REPORT

- Profile . . . . . 21
- Recommendations . . . . . 22

GLOSSARY OF TERMS . . . . . 24

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## ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS

### WHY THE PROCESS?

In accordance with the Vocational Education Amendments of 1968 and the Arizona State Plan for the Administration of Vocational Education, the challenge to provide quality in vocational programs is shared by the Local Educational Agency (LEA) and the Arizona Department of Education (ADE).

Program evaluation is an important phase of accountability. The Arizona Department of Education has established this diagnostic system to assist the Local Educational Agency in assessing the effectiveness of vocational programs.

### WHAT THE PROCESS DOES?

. . . it provides a basis for determining the accountability of vocational programs.

. . . it identifies strengths and needs for improving vocational education programs.

. . . it provides a profile of total occupational programs through self-assessment as well as by external review.

. . . it provides data for use in planning local district programs as well as the state programs.

. . . it provides recommended learning experiences to assist students to acquire and enhance their knowledge, skills, and attitudes necessary to succeed in careers.

### DEVELOPMENT OF INSTRUMENT

The instrument to be used in assessing vocational education programs (Pages 1 to 20 ) is designed to be used as a device for:

LEA Self-Rating
ADE External Rating

The assessment instrument is divided into five parts to better facilitate the identification of program needs. These are:

**1.0 PROGRAM PLANNING:** Page 2

Is the development of goals, objectives and activities for vocational education offerings to meet the population and employment needs.

**2.0 PROGRAM SUPPORT:** Page 5

Provides and maintains the necessary human, fiscal and material resources for systematic program development, implementation and improvement.

**3.0 STUDENT SERVICES:** Page 10

Are those activities designed to foster maximal development of individual potentialities to enter and progress through vocational education for career choices.

**4.0 INSTRUCTION:** Page 12

Provides learning experiences based on stated performance objectives to acquire and enhance knowledge, skills, and attitudes necessary to succeed in careers.

**5.0 EVALUATION:** Page 19

Is a continuous process for determining the degree to which a system is meeting its stated vocational education objectives, as a basis for program improvement and management decisions.

**INSTRUMENT USE**

The assessment form includes the criterion statements for the five sections cited in the preceding paragraph and rating scales for each assessment item.

*EXAMPLE:*

**1.0 PROGRAM PLANNING**
**Is the development of goals, objectives, and activities for vocational education offerings to meet population and employment needs.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1.5 | The institution's design for educational development includes long-range plans for vocational education as an integral part of the total program which: | NA | 1 | 2 | 3 | 4 | 5 |
| 1.5.2 | establishes priorities and provides sufficient funds for both new and existing programs. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

Use the following scale when making your interpretation, but note that you are to rate on a continuum ranging from major improvements needed to no improvements needed.

NA statement does not apply to this program
1 major improvements needed
2
3
4
5 no improvements needed

Self-assessors will check the [ ] after each statement which corresponds most closely to this assessment. *Do not place a check in the "O."*

| NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| [ ] | [ ] | [ ] | [ ] | [✓] | [ ] |

External or visiting evaluators will check the "O" in the rating scale nearest to his best estimate.

| NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| O | ✓ | O | O | O | O |

## RATING SCALE

Each of the five sections of the instrument contains a rating scale ranging from 0 to 5. The rating scale represents a summary assessment for a section, and your rating should be based on previous responses to the assessment criteria. However, the rating should not represent an average of all responses because all of the assessment statements are not equal in importance. It is your responsibility to determine which of the criteria are of most importance to the program being surveyed, and check the position on the scale which corresponds most closely to your overall evaluation of that section. After you have responded to all of the assessment criteria for a section, the rating scale should be checked.

*EXAMPLE:*

**RATING SCALE – 1.0** **PROGRAM PLANNING**

| Major Improvements Needed | | | | No Improvements |
|---|---|---|---|---|
| 0 . 1 | . 2 | . 3 | . 4 | . 5 |
| LEA | | ✓ | | |
| ADE | | | ✓ | |

**COMMENTS AND RECOMMENDATIONS:**

Note that space is provided under these scales for your comments and recommendations for program improvement. Careful completion of this section is imperative because the information will be used for making specific program improvements based on your suggestions.

## SUMMARY REPORT

Complete the summary report sheets on Page 21 by compiling the information from the rating scale for each of the five sections.

## PROCEDURES FOR IMPLEMENTATION

### 1.0 LEA RESPONSIBILITY

1.1 Initiate request for evaluation.

1.2 Appoint steering committee consisting of those to be involved in the assessment. (One person must be designated as the evaluation coordinator for the LEA.)

1.3 Complete self-assessment and provide copies to ADE team assessment chairman two weeks prior to site visit.

1.4 Gather supporting data for the assessment as it applies to each criterion.

1.5 Complete physical arrangements for accommodating ADE team (including personnel availability for assessment).

1.6 Review and confirm or amend schedule prepared by ADE.

1.7 Provide typing service to the ADE team as needed.

1.8 Encourage LEA board members representation at oral presentation by ADE team.

1.9 Complete Field Test Evaluation Form and submit to ADE team chairman prior to team departure.

1.10 Request help from county coordinators to determine and obtain the technical assistance necessary to implement ADE recommendations.

### 2.0 ADE RESPONSIBILITIES (TEAM CHAIRMAN)

2.1 Communicate availability of services.

2.2 Respond to LEA and/or ADE requests.

2.3 Respond to monitoring referrals.

2.4 Send letter of acknowledgement to LEA including:

2.4.1 LEA responsibility

2.4.2 Suggested Agenda

2.4.3 Deadline Dates

2.4.4 Other items as required

2.5 Form Evaluation Team

2.5.1 ADE Personnel

2.5.2 Community Representative

2.5.3 Advisory Council Member(s)

2.5.4 Others, as needed

2.6 Arrange meeting of LEA Evaluation Coordinator with ADE team chairman at the LEA site to include:

2.6.1 Finalizing schedule of events with County Coordinator or Area Coordinators and LEA.

2.6.2 Distribute copies of assessment instrument.

2.6.3 Conduct training session for steering committee of LEA.

2.7 Conduct orientation session and subsequent on-site review.

2.8 Report results to LEA in oral presentations on last day of site visit.

2.9 Following the oral presentation, the ADE team shall provide a written report of the evaluation to the LEA prior to departure from the evaluation site.

2.10 Respond to LEA requests for program development (see 1.10).

## 3.0 COUNTY COORDINATOR RESPONSIBILITIES

3.1 Communicate availability of ADE services to LEA's.

3.2 Coordinate all requests from LEA to ADE.

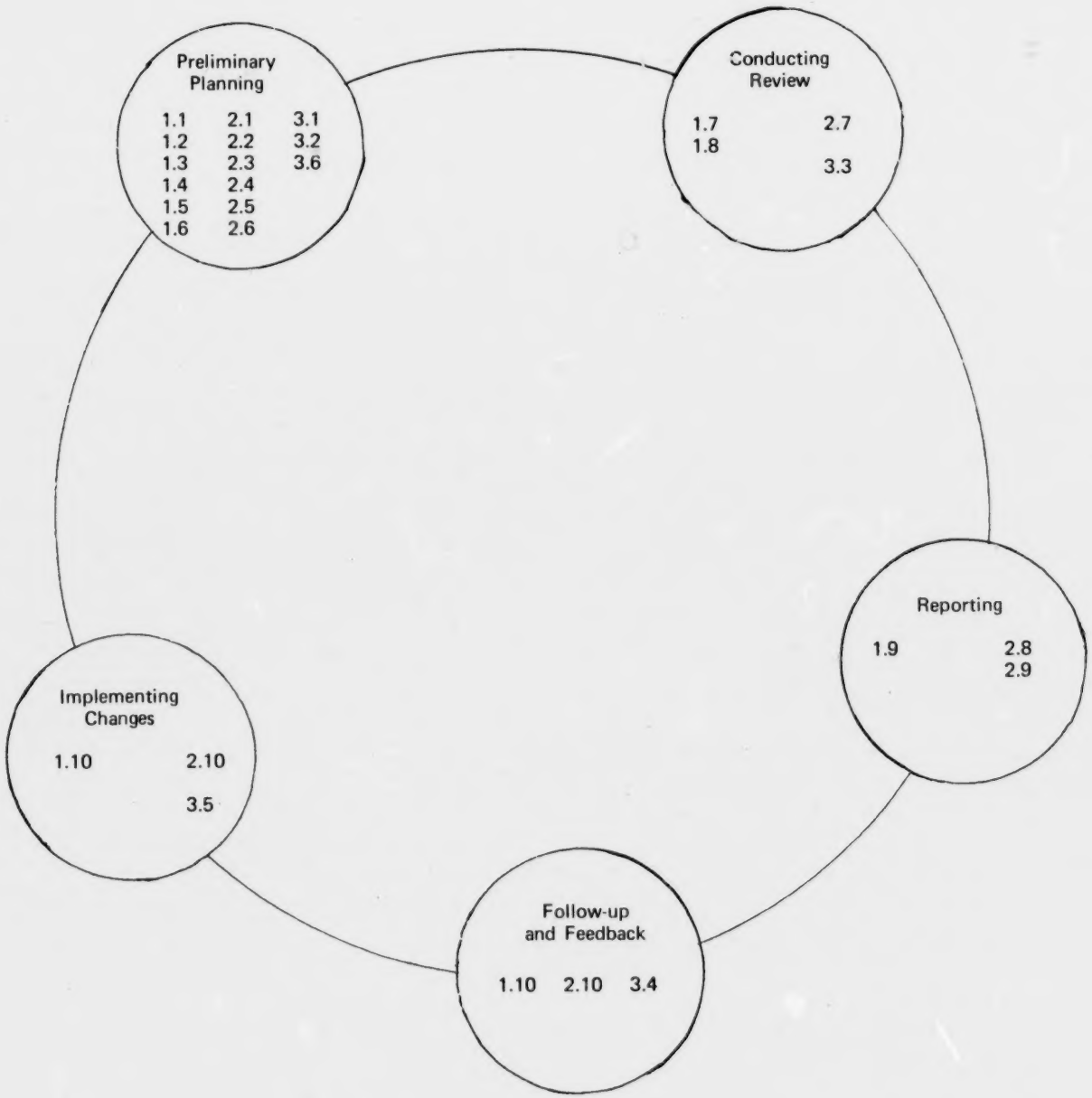
3.3 Assist ADE in evaluations as requested.

3.4 Assist LEA in follow-up of recommendations.

3.5 Communicate requests from LEA for program development (see 1.10).

3.6 Provide ADE with current information regarding district.

## CYCLE FOR ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS



## ASSESSMENT INSTRUMENT FOR VOCATIONAL EDUCATION PROGRAMS

Educational Agency _____

District _____

Address _____

County _____ Phone _____

**Self-Assessment Completed by** **DATE** _____

| Name and Position | Name and Position |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Visitation Assessment Completed by** **DATE** _____

| Name and Position | Name and Position |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**LEA Administrator**

| Name | Position |
|---|---|
| _____ | _____ |

**LEA Assessment Chairman**

| Name | Position |
|---|---|
| _____ | _____ |

## 1.0 PROGRAM PLANNING

**Is the development of goals, objectives, and activities for vocational education offerings to meet population and employment needs.**

| | | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1.1 | Program planning is based on an analysis of current, accurate, and usable population characteristics data of the schools' population seeking or needing vocational education as evidenced by: | | | | | | |
| 1.1.1 | collecting and analyzing data on a continuing basis. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.1.2 | using data for identifying persons seeking or needing vocational education. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.1.3 | summarizing data into information usable in program planning, implementation and review. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.1.4 | disseminating data for program planning, implementation, and review to appropriate personnel. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.2 | Program planning is based on an analysis of current, accurate, and usable job market data that identifies and projects job market opportunities and needs as evidenced by: | NA | 1 | 2 | 3 | 4 | 5 |
| 1.2.1 | collecting and analyzing data on occupational opportunities and needs on a continuing basis. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.2.2 | using data to identify and project job market opportunities and needs. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.2.3 | summarizing data into information usable in program planning, implementation, and review. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.2.4 | disseminating data for program planning, implementation, and review to appropriate personnel. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1.3 | Vocational education program planning is based on an analysis of current, accurate, and usable information on job performance requirements as evidenced by: | | | | | | |
| 1.3.1 | utilizing student performance objectives for vocational education offerings which are based on job performance requirements. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.3.2 | utilizing student performance objectives which are updated periodically on the basis of task analysis data. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.3.3 | utilizing evaluations of student achievement which are based upon performance objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.3.4 | summarizing and disseminating to appropriate personnel the job descriptions and the job performance requirements information in a form usable for counseling students and for program planning, implementation, and review. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.4 | Program planning goals have been established that provide: | NA | 1 | 2 | 3 | 4 | 5 |
| 1.4.1 | programs for youth and adults who will be entering the labor market and to those who seek to upgrade their occupational competencies or learn new skills. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.4.2 | programs which relate general and vocational education offerings to the occupational objectives of the students. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.4.3 | vocational education to those who desire it by providing students: | | | | | | |
| 1.4.3.1 | from non-public schools to enroll in vocational education classes. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1.4.3.2 | to receive instruction with private training institutions or other public schools for instruction not offered in the local school. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.5 | The institution's design for educational development includes long-range plans for vocational education as an integral part of the total program which: | NA | 1 | 2 | 3 | 4 | 5 |
| 1.5.1 | provides for identifying the need for and development of new programs as well as for phasing out programs. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 1.5.2 | establish priorities and provide sufficient funds for both new and existing programs. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

**RATING SCALE** **PROGRAM PLANNING**

Major Improvements Needed — No Improvements

0 . 1 . 2 . 3 . 4 . 5

LEA _____

ADE _____

**COMMENTS AND RECOMMENDATIONS:**

_____

_____

_____

_____

_____

_____

## 2.0 PROGRAM SUPPORT:

**Provides and maintains necessary human, fiscal and material resources for systematic vocational program development, implementation and improvement.**

| | | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 2.1 | Administration has evidenced commitment to occupational education as a major segment of the total school program by: | | | | | | |
| 2.1.1 | providing for effective coordination and direction of the total vocational education program to function as an integrated force. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.2 | providing staff to identify target populations for job market needs and vocational enrollment. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.3 | organizing and fixing responsibility for enrollment of students into the vocational education program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.4 | coordinating student enrollment with counseling and guidance. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.5 | providing accurate data and information readily available for continuing approval of funding. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.6 | providing easily accessible records and data to justify expenditures. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.7 | providing for systematic evaluation of staff. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.8 | providing for continuous promotion of vocational education. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.1.9 | supporting and implementing contractual agreements with private and public agencies to provide instructional programs not offered by the district. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|
| 2.2 | Funds are budgeted and used according to regulations of State Plan for Vocational Education to provide: | | | | | | | |
| | 2.2.1 | certificated teaching staff. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.2.2 | adequate facilities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.2.3 | adequate equipment. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.2.4 | current comprehensive instructional materials. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.2.5 | clerical and paraprofessional supporting staff. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.2.6 | professional travel. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.3 | Advisory committees are used in planning and operating vocational education programs by: | | NA | 1 | 2 | 3 | 4 | 5 |
| | 2.3.1 | utilizing as members: lay persons, parents, students, employees, employers and educators. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | 2.3.2 | advising and assisting in the following: | | | | | | |
| | | . Program Needs | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Program Development | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Curriculum | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Job Market Needs | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Equipment and Facilities | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Evaluation | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Recruitment | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| | | . Placement | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.3.3 | making recommendations to the local educational agency for implementation. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.3.4 | assisting the school to gain support for its vocational education activities by interpreting them to the community and keeping them relevant to documented need. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4 | Adequate library and learning resources for vocational education are provided by: | NA | 1 | 2 | 3 | 4 | 5 |
| 2.4.1 | provisions for updating maintenance, repair and storage of books, periodicals, audio and visual materials and equipment. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.2 | orientation to all new students for the proper and effective use of the library and/or resource center. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.3 | an up-to-date file of media and materials available for student and teacher reference. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.4 | the provision for an annual review by the professional staff of the library services in terms of: | | | | | | |
| 2.4.4.1 | appropriateness of the content for each vocational area of the curriculum. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.4.2 | suitability of material to varying abilities of the student. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.4.3 | accuracy and relevancy of information. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.4.4 | usage by students and teachers. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.5 | the involvement of the faculty and students in selection of materials. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.4.6 | coordinating the procurement of educational media and equipment with individual departments. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.4.7 | systematically informing teachers of new materials and equipment that have been acquired. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5 | A planned program of staff development includes: | NA | 1 | 2 | 3 | 4 | 5 |
| 2.5.1 | the staff participating in clearly defining the desired outcomes. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.2 | provisions for updating and upgrading both occupational and professional skills. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3 | instruction in such areas as how to: | | | | | | |
| 2.5.3.1 | use advisory committees effectively. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3.2 | work with labor and employers. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3.3 | make occupational analyses. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3.4 | write, use and evaluate performance in terms of each student's career objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3.5 | comply with the Occupational Safety Health Act. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.5.3.6 | effectively utilize youth organizations. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 2.6 | Community resources and services are used to supplement the district's efforts. | NA [ ] O | 1 [ ] O | 2 [ ] O | 3 [ ] O | 4 [ ] O | 5 [ ] O |

**RATING SCALE** **PROGRAM SUPPORT**

Major Improvements Needed — No Improvements

0 . 1 . 2 . 3 . 4 . 5

LEA _____

ADE _____

**COMMENTS AND RECOMMENDATIONS:**

_____

_____

_____

_____

_____

_____

| 3.0 | STUDENT SERVICES: | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| | **Are those activities designed to foster maximal development of individual potentialities to enter and progress through vocational education for career choices.** | | | | | | |
| 3.1 | Philosophy and objectives of the guidance and counseling function are well defined and include preparation for employment. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.2 | An organized procedure is functioning to assist students to make realistic decisions concerning tentative career selection and preparation. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.3 | Organized counseling and guidance services are understood by students and readily available at locations and on schedules convenient to them. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.4 | Current and reliable information on the job market and placement opportunities is accessible to teachers, students, counselors, parents and others. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.5 | Counselors and teachers are active in placement efforts and cooperate in matching students to opportunities where they have a reasonable probability of success. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.6 | A functioning system exists for gathering, filing and utilizing student information for career planning. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.7 | Handicapped and disadvantaged students are identified and conditions established which enable achievement of their educational objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.8 | Disadvantaged students are identified and conditions established which enable achievement of their educational objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.9 | Each vocational student has a career objective on record which is utilized in periodic individual program planning. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.10 | Counseling staff is knowledgeable about and have had successful experience in the world of work. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3.11 | Vocational youth groups are provided to meet educational needs and interests of students and emphasis is placed upon student initiative in planning and conducting activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.12 | School administrators, staff members, parents and others are made aware of the goals and objectives of the youth organization and are encouraged to participate in and associate with the activities of the organization. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.13 | Vocational youth organization activities are an integral part of the instructional program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 3.14 | Instructors accept the purpose of youth groups and elect to devote sufficient time and effort to support their activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

**RATING SCALE** **STUDENT SERVICES**

Major Improvements Needed — No Improvements

0 . 1 . 2 . 3 . 4 . 5

LEA _____

ADE _____

**COMMENTS AND RECOMMENDATIONS:**

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## 4.0 INSTRUCTION

**Provides learning experiences based on stated performance objectives to acquire and enhance knowledge, skills and attitudes necessary to succeed in careers.**

| | | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 4.1 | Performance objectives have been established that: | | | | | | |
| 4.1.1 | involve the occupational advisory committee with representation from the following: | | | | | | |
| 4.1.1.1 | employers in the occupation to be taught. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.1.2 | employees in the occupation to be taught. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.1.3 | graduates of the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.1.4 | parents of students in the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.1.5 | students in the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.1.6 | lay member representing the community. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.2 | are realistic and can be accomplished during the time allotted for this program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.3 | are available to interested parties and are distributed to all students early in the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.1.4 | are reviewed and updated at least once per year. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2 | The curriculum is designed to develop those skills, attitudes and knowledge needed for successful employment in the occupation being taught as evidenced by: | NA | 1 | 2 | 3 | 4 | 5 |
| 4.2.1 | support of potential employers of program completors. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.2 | ongoing modifications to meet changing requirements. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4.2.3 | coordination with other school offerings to make the total school program relevant for the students. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.4 | enrolling students in this vocational program who meet the minimum entrance requirements. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.5 | making available vocational instruction in this occupational cluster for those who do not meet the minimum requirements. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.6 | provision for advanced program placement to those who exceed the minimum entrance requirements. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.7 | requiring specific performance levels which must be met for a student to progress in the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.8 | organizing the program so that a student may exit at any time upon completion of the stated performance objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.9 | making available supplemental instruction for those students who encounter problems meeting some of the objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.10 | related classes being coordinated laboratory experiences which met as specified on the LEA class schedule. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.11 | basing learning experiences in the laboratory on current business and/or industrial practices. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.12 | arranging learning experiences in a progressive order of difficulty. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.13 | maintaining a record of each student's progress in meeting performance objectives which is current and available to the student. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.2.14 | reviewing the students' progress periodically with them and other appropriate individuals. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.15 | emphasizing youth group activities as an integral part of the instructional program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.16 | community resources are utilized in the instructional program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.17 | the instructional program is operating in conformity with all regulatory statutes and accepted safety standards. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.2.18 | the instructional program is articulated vertically and horizontally with the total school curriculum. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3 | Physical facilities are adequate for the instructional program as evidenced by: | NA | 1 | 2 | 3 | 4 | 5 |
| 4.3.1 | a design that provides for: | | | | | | |
| 4.3.1.1 | flexibility. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.1.2 | good visibility for supervision. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.1.3 | a variety of learning activities in each of the instructional areas. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.1.4 | minimal distracting influences (noise, traffic, etc.). | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.2 | a location that provides: | | | | | | |
| 4.3.2.1 | convenient access to closely allied curriculum areas. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.2.2 | efficient delivery of equipment and supplies. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.2.3 | easy accessibility for community use. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | |
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| 4.3.3 | lighting that is controlled to provide proper intensity and prevent glare. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.4 | heating, cooling, and ventilation systems that are adequate and readily controlled. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.5 | adequate dust and fume control. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.6 | adequate chalkboards and bulletin boards. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.7 | utility outlets that are of pr capacity, number and location. | ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.8 | outlets have correct overload protection and are properly grounded. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.9 | adequate cleanup facilities, equipped with hot and cold water. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.10 | restroom and emergency shower facilities are close. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.11 | floor drains where needed. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.12 | adequate storage for projects, equipment and supplies. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.3.13 | compliance with the Arizona Occupational Safety and Health Act regulations. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4 | The instructional staff possesses the requirements for certification and have exhibited continuous professional growth as exhibited by: | NA | 1 | 2 | 3 | 4 | 5 |
| 4.4.1 | appropriate vocational certification. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4.2 | recent updating of occupational skills. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4.3 | recent updating of teaching competencies by: | | | | | | |
| 4.4.3.1 | completion of professional teacher education courses. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.4.3.2 | participation in inservice workshops. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4.3.3 | participation in other professional improvement activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4.4 | active participation in professional organizations. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.4.5 | active participation in the total school program of activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5 | Resources are available to make efficient use of the students' and teachers' time and talents as evidenced by: | NA | 1 | 2 | 3 | 4 | 5 |
| 4.5.1 | audiovisual equipment that is: | | | | | | |
| 4.5.1.1 | readily available. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.1.2 | adequately maintained. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.1.3 | a type suited for current films, tapes, slides, etc. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.2 | availability of audiovisual supplies, films, tapes, slides, etc., that are: | | | | | | |
| 4.5.2.1 | appropriate to the learning needs of the students. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.2.2 | budgeted for the school year. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.2.3 | planned in advance as part of the instructional unit. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.3 | availability of other instructional media that is: | | | | | | |
| 4.5.3.1 | adequately maintained. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.3.2 | appropriate to the learning needs of the students. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.3.3 | budgeted for the school year. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | |
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| 4.5.3.4 | planned well in advance of the time to be used. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4 | laboratory equipment and supplies are adequate as evidenced by: | | | | | | |
| 4.5.4.1 | easy transferability of skills learned on school equipment to equipment currently used in business or industry. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4.2 | modern efficient equipment that meets OSHA (Occupational Safety and Health Act) standards. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4.3 | guides for safe use are posted near each machine. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4.4 | a reasonable budget for replacement, repair and expansion. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4.5 | a supply of stock that is well organized and of sufficient quantity and variety to meet the needs of the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.4.6 | an up-to-date inventory. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5 | community involvement with the schools as evidenced by: | | | | | | |
| 4.5.5.1 | school initiated liaison with employers. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5.2 | the use of the school by employers as a manpower source. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5.3 | use of the school as an occupational training facility. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5.4 | activities of the advisory committee. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

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| 4.5.5.5 | the activities of local clubs and agencies. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5.6 | effort to involve all aspects of the community in school related activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.5.7 | support of and participation in youth group activities. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 4.5.6 | A district plan for inservice training. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

**RATING SCALE** **INSTRUCTION**

Major Improvements Needed — No Improvements

0 . 1 . 2 . 3 . 4 . 5

LEA _____

ADE _____

**COMMENTS AND RECOMMENDATIONS:**

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| 5.0 | EVALUATION: | NA | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| | **Is a continuous process for determining the degree to which a system is meeting its stated vocational education objectives, as a basis for program improvement and management decisions.** | | | | | | |
| 5.1 | Evaluation is conducted on a continuing basis to determine if student learning experiences are relevant to student needs and the changing job market. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.2 | Evaluation specifically includes; appraisal by students, former students, educators, employers of students, and advisory committees. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.3 | A variety of evaluative procedures is used. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.4 | There are records documenting the continuous evaluation of students' performance in relation to the measurable objectives of the program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.5 | Evaluation includes employers' reports on students concerning job productivity, work habits, attitudes and level of performance. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.6 | Follow-up studies of dropouts, employers, and graduates are used as a means of evaluating the effectiveness of instruction and in planning and revising the curricula. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.7 | Self-evaluation is used by students to identify and measure their growth toward satisfactory occupational competency. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.8 | The evaluation procedures are reviewed regularly and often. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.9 | The local education agency will provide resources and services to assist vocational education personnel in the development of measurable objectives. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.10 | The local education agency will provide resources and services to conduct major evaluative studies and to collate and disseminate results. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5.11 | Data from the follow-up studies of former students is one of the resources used in evaluating the instructional and guidance program. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |
| 5.12 | There is evidence that recommendations from evaluations are implemented. | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O | [ ] O |

**RATING SCALE** **EVALUATION**

Major Improvements Needed — No Improvements

0 . 1 . 2 . 3 . 4 . 5

LEA _____

ADE _____

**COMMENTS AND RECOMMENDATIONS:**

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## VOCATIONAL EDUCATION PROGRAM

### RATING PROFILE

| Major Sections | Assessment Profile |
|---|---|
| 1.0 PROGRAM PLANNING | 0 . 1 . 2 . 3 . 4 . 5 |
| 2.0 PROGRAM SUPPORT | 0 . 1 . 2 . 3 . 4 . 5 |
| 3.0 STUDENT SERVICES | 0 . 1 . 2 . 3 . 4 . 5 |
| 4.0 INSTRUCTION | 0 . 1 . 2 . 3 . 4 . 5 |
| 5.0 EVALUATION | 0 . 1 . 2 . 3 . 4 . 5 |

**COMMENTS AND RECOMMENDATIONS:**

COMMENTS AND RECOMMENDATIONS:

COMMENTS AND RECOMMENDATIONS:

## GLOSSARY OF TERMS*

ACCOUNTABILITY

A process applied to a program which parallels and is used in conjunction with financial accounting. Expected outcomes of the learning experience are prestated in terms permitting pre- and post-testing to determine the extent to which objectives have been achieved, and to permit a comparison of costs and benefits of various approaches to instruction. Stated objectives are expected to be realistic within legal, fiscal, and resource constraints; and, to reflect current population needs for occupational preparation, and current manpower and job requirements.

ADE

Arizona Department of Education

ASSESSMENT

Evaluation and assessment are synonymous in this instrument.

CAREER EXPLORATION

A term used to identify those education/occupational experiences which enable students to examine, investigate, or inquire into career areas which are of interest to them.

CAREER PREPARATION

Providing the skills, understandings, and appreciations needed for employment in an occupation or cluster of closely related occupations.

CURRICULUM

The planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of educational objectives.

DISADVANTAGED

Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from the community at large, but does not include physically or mentally handicapped.

ENTITLEMENT

A method of funding vocational education projects in which the volume of funding is determined by formulae involving factors related to the district's need and effort toward vocational education. Given the amount of funding available, districts (LEA's) are requested to submit projects addressing needs that are determined locally.

***Meanings of terms as employed in this document.**

EVALUATION

A continuous process for determining the degree to which a system is meeting its stated objectives, as a basis for program improvement and management decisions.

FOLLOW-UP

A survey to determine what occupations the students and graduates of vocational education courses have entered and pursued over a span of time and how effective their training has been in relationship to actual needs of the job.

INSTRUCTIONAL MEDIA

Includes the means, methods, and materials (hardware and software) involved in communicating with learners, and utilizes educational technology in order to maximize the educational process.

JOB MARKET DATA

A form of occupational census, taken by personnel trained to determine the number of qualified workers in designated occupations in a specified geographic or economic area, and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

LABORATORY/LABORATORY EXPERIENCES

Refers to the in-school or out-of-school arrangement of space, equipment and facilities appropriate for the application of principles supportive of instruction. Experiences concentrate on practices that enable the student to develop competencies related to entering, advancing or changing employment in a given occupation or cluster of occupations.

LEA

Local Educational Agency (local schools, secondary, elementary, and post-secondary).

MONITORING

A process directed at determining whether a given project or program has accomplished what was intended in terms of quantity and time estimates.

OCCUPATIONAL CLUSTER

A group of recognized occupations having many similarities, including the following characteristics in common; the type of work performed; the basic attitudes, and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used; and the basic materials used.

PERFORMANCE OBJECTIVES

A statement of expected behavior, the conditions under which the behavior will take place, and the minimal acceptable criteria of behavior.

POPULATION CHARACTERISTICS

Data which describes the population being served. Data should include the vocational education needs of the target population, including the population in model cities, particularly those persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program.

PRE-VOCATIONAL

Orientation – to a number of different occupational areas – and counseling designed to assist a person in determining the occupational area(s) to prepare for.

RELATED CLASS

A formal class organized for those students enrolled in a vocational education program, taught by a vocationally qualified teacher or teacher-coordinator, which offers instruction related to an occupation or cluster of occupations.

TASK ANALYSIS

A report describing in sequence the jobs, operations, and procedures required to complete a specified task; includes tools, materials and equipment needed.

VOCATIONAL CURRICULUM

The organized sequence of experiences and offerings planned for the purpose of facilitating occupational choices; preparing for, or advancing in, employment; or, making adequate preparations for a change in employment as technology, economics, or societal conditions alter the nature and availability of employment.

VOCATIONAL EDUCATION

Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

VOCATIONAL PROGRAM

A sequence of planned learning experiences that prepare an individual for employment or advancement in an occupational field.

VOCATIONAL YOUTH GROUPS

Organized youth groups are an integral segment of vocational education programs. Arizona students seeking competency in the various occupational areas currently

have the opportunity to participate in seven organizations:

Distributive Education Clubs of America (DECA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA)
Home Economics Related Occupations (HERO)
Vocational Industrial Clubs of America (VICA)
Vocational Office Chapters of America (VOCA)
Arizona Industrial Arts Student Association (AIASA)